



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2130 E Howe Ave, Tempe, AZ 85281

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Cynthia Kibler Denton
Schedule : 08:15 AM to 04:15 PM
Grades : Pre-K-5
Web Address : www.tempeschools.org
Phone Number : (480) 894-5574
Fax Number : (480) 894-2755
E-mail : cdenton@tempeschools.org

Mission

Thew School community works together to promote respect and lifelong learning for all; growth and achievement for all students to ensure the competencies needed to be productive, successful citizens in the 21st Century.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Reading.
- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Math.
- ü Increase the percentage of Thew students who Meet or Exceed Arizona State Standards in Writing.

Enrollment

October 1, 2005 School Year Student Enrollment : 600
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 50

Instructional Programs

- Ü Full-day Kindergarten
- Ü Integrated Standards-based Instruction
- Ü Literacy Blocks/Math Blocks
- Ü Integrated Technology Instruction
- Ü Gifted

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Thew staff will: provide a safe learning environment where all students experience academic success and learn to resolve conflict appropriately, respect the cultures of all families, and communicate frequently with families to support student learning.

Parents

Parents will: talk with their child about their learning experiences, read with their child nightly, promote good study habits, communicate with child's teacher by signing homework, attending conferences, curriculum nights and programs. Parents are invited to visit the Parent Resource Center. Parents will also be encouraged to sign the Parent Compact.

Transportation Policy

We follow a standardized district policy on transportation safety & behavior. Violations of transportation policies are referred to the school for corrective or disciplinary action. Busing boundaries are established & approved by the Governing Board.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rodel Exemplary Teacher	2005
Ü Tempe Diablos Award Winning Teachers	2005
Ü TD#3 Impact Award Winner	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1503	80010	100	100	99	438	439	447	9	12	10	25	22	18	55	52	53	11	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	735	38935	98	100	99	438	438	447	3	12	9	33	22	19	51	53	55	13	13	17
Male	62	768	40974	100	100	98	438	440	448	13	12	11	19	22	18	58	51	52	10	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	70	723	34545	100	100	99	439	430	432	10	14	14	23	26	24	54	52	53	13	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	12	414	35142	100	100	99	437	465	465	NA	5	5	33	12	11	67	53	56	NA	31	28
Students with Disabilities	25	256	10161	100	100	93	430	419	419	20	29	28	36	29	28	32	32	36	12	10	8
Students without Disabilities	76	1247	69849	100	100	100	440	443	451	5	8	7	21	21	17	63	56	56	11	14	19
Limited English Proficient Students	28	262	14013	100	100	97	422	409	413	14	24	24	39	38	34	36	35	39	11	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	87	1056	39029	98	100	98	438	428	432	8	15	14	25	27	25	57	52	52	9	7	9
Non-Economically Disadvantaged	14	447	40981	100	100	100	438	466	462	14	5	6	21	11	13	43	54	54	21	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1494	79438	100	100	98	437	443	451	12	11	9	36	29	24	50	52	56	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	731	38775	98	99	99	447	449	457	5	8	7	36	27	22	56	56	58	3	9	13
Male	62	763	40560	100	100	97	431	439	446	16	14	12	35	30	25	47	49	54	2	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	70	717	34297	100	99	98	436	434	434	13	14	14	39	33	31	46	50	50	3	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	12	413	34887	100	100	98	445	468	471	NA	5	4	42	19	15	58	58	63	NA	18	18
Students with Disabilities	25	250	9588	100	98	88	416	413	416	24	31	30	40	31	32	36	34	34	NA	4	5
Students without Disabilities	76	1244	69850	100	100	100	444	449	456	8	7	7	34	28	23	55	56	59	3	8	12
Limited English Proficient Students	28	257	13856	100	98	96	415	404	407	18	28	27	50	46	43	32	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	87	1048	38685	98	99	97	436	432	435	13	14	14	33	33	32	53	50	50	1	3	5
Non-Economically Disadvantaged	14	446	40753	100	100	99	445	470	467	7	5	5	50	17	16	36	59	62	7	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1502	79971	100	100	99	417	424	423	10	9	8	40	38	41	50	48	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	735	38974	98	100	99	438	439	437	3	6	5	31	32	33	67	55	57	NA	7	4
Male	62	767	40895	100	100	98	403	408	410	15	12	10	45	44	47	40	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	70	720	34481	100	99	99	418	418	410	10	10	10	41	40	46	49	47	43	NA	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	12	416	35150	100	100	99	414	440	437	8	5	5	42	34	35	50	53	56	NA	8	5
Students with Disabilities	25	258	10258	100	100	94	381	372	377	20	23	23	52	52	51	28	23	25	NA	3	1
Students without Disabilities	76	1244	69713	100	100	100	428	434	429	7	6	5	36	36	39	58	53	52	NA	5	3
Limited English Proficient Students	28	261	13985	100	100	97	396	375	382	18	24	18	46	50	54	36	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	87	1054	38994	98	99	98	417	414	409	9	10	10	43	42	47	48	45	41	NA	2	1
Non-Economically Disadvantaged	14	448	40977	100	100	100	415	445	437	14	6	5	21	29	34	64	55	56	NA	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1609	80147	100	100	99	461	476	482	18	12	11	23	21	17	48	45	49	12	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	824	39281	100	100	99	464	476	483	15	12	9	23	21	17	49	44	50	13	22	24
Male	37	785	40780	100	100	98	458	475	482	22	12	12	22	21	17	46	46	48	11	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	63	779	33494	100	100	99	463	468	466	16	13	15	21	25	23	52	46	49	11	16	14
Asian/Pacific Islander	--	45	2103	--	100	99	--	495	515	--	9	4	--	13	8	--	42	44	--	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	NC	464	36122	NC	100	99	NC	498	501	NC	8	5	NC	13	10	NC	41	50	NC	37	35
Students with Disabilities	22	243	10295	100	99	92	432	434	443	41	40	33	36	29	26	18	23	33	5	9	8
Students without Disabilities	62	1366	69852	100	100	100	471	483	488	10	8	7	18	19	16	58	49	51	15	24	26
Limited English Proficient Students	25	319	12722	100	100	97	434	438	441	24	27	27	44	36	33	32	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	81	1141	38371	100	100	97	459	464	465	19	16	15	23	25	23	47	45	49	11	15	13
Non-Economically Disadvantaged	NC	468	41776	NC	100	100	NC	503	498	NC	5	6	NC	12	11	NC	45	49	NC	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1601	79686	100	99	98	447	463	470	20	14	11	33	27	24	43	52	57	4	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	819	39163	100	99	99	450	470	475	19	11	9	30	23	22	47	56	60	4	9	10
Male	37	782	40438	100	99	97	443	457	465	22	16	13	38	30	25	38	48	54	3	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	63	773	33299	100	99	98	446	454	452	24	16	17	29	32	32	44	47	47	3	5	3
Asian/Pacific Islander	--	45	2097	--	100	99	--	472	490	--	13	5	--	22	13	--	51	68	--	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	NC	463	35914	NC	100	98	NC	484	489	NC	8	5	NC	15	15	NC	62	67	NC	14	14
Students with Disabilities	22	239	9808	100	98	87	411	420	432	45	47	35	36	28	32	14	23	30	5	2	3
Students without Disabilities	62	1362	69878	100	99	100	460	471	475	11	8	8	32	26	23	53	57	61	3	8	9
Limited English Proficient Students	25	314	12594	100	98	96	406	419	422	52	36	34	36	46	45	12	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	81	1134	38095	100	99	97	446	452	452	21	18	17	33	31	32	42	46	48	4	5	3
Non-Economically Disadvantaged	NC	467	41591	NC	100	99	NC	490	486	NC	4	6	NC	16	16	NC	67	65	NC	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1606	80372	99	100	99	456	475	475	5	4	4	43	32	30	52	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	823	39452	100	100	99	462	489	488	6	3	3	36	22	22	57	72	72	NA	3	3
Male	36	783	40836	97	99	98	449	459	464	3	6	6	53	42	37	44	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	63	779	33608	100	100	99	455	468	462	6	6	6	40	35	36	54	58	57	NA	1	1
Asian/Pacific Islander	--	45	2098	--	100	99	--	493	500	--	2	2	--	20	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	NC	462	36213	NC	99	99	NC	487	489	NC	4	2	NC	23	22	NC	69	72	NC	4	3
Students with Disabilities	21	242	10526	95	99	94	424	421	427	10	18	15	71	56	53	19	26	31	NA	NA	1
Students without Disabilities	62	1364	69846	100	100	100	467	484	482	3	2	3	34	27	26	63	69	69	NA	2	2
Limited English Proficient Students	25	318	12747	100	99	97	425	439	432	16	11	12	56	51	52	28	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	80	1138	38521	99	99	98	457	466	461	5	5	6	43	37	38	53	56	55	NA	1	1
Non-Economically Disadvantaged	NC	468	41851	NC	100	100	NC	496	489	NC	2	3	NC	18	22	NC	77	72	NC	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1433	79306	100	100	99	502	500	504	11	14	13	19	21	20	57	48	49	14	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	691	38845	100	100	99	508	499	505	11	14	11	11	21	20	60	50	50	18	15	18
Male	66	742	40383	100	100	98	498	502	504	11	14	14	24	21	19	55	46	47	11	18	19
African American	13	155	4171	100	100	98	466	481	485	23	23	20	38	25	26	38	45	44	NA	7	10
Hispanic	70	661	32673	100	100	99	511	490	487	9	15	18	14	25	25	59	50	46	19	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	19	449	36234	100	100	99	487	522	523	16	8	6	21	12	13	63	49	52	NA	31	28
Students with Disabilities	29	258	10286	100	100	91	470	461	462	31	42	41	31	29	27	34	24	27	3	6	5
Students without Disabilities	82	1175	69020	100	100	100	513	509	510	4	8	9	15	20	18	65	53	52	17	19	21
Limited English Proficient Students	28	264	10291	100	100	96	492	465	458	18	30	38	21	37	34	46	30	26	14	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	103	985	37437	100	100	97	499	488	486	12	17	19	19	26	26	58	48	46	11	9	9
Non-Economically Disadvantaged	NC	448	41869	NC	100	100	NC	528	521	NC	6	7	NC	11	14	NC	47	51	NC	35	27

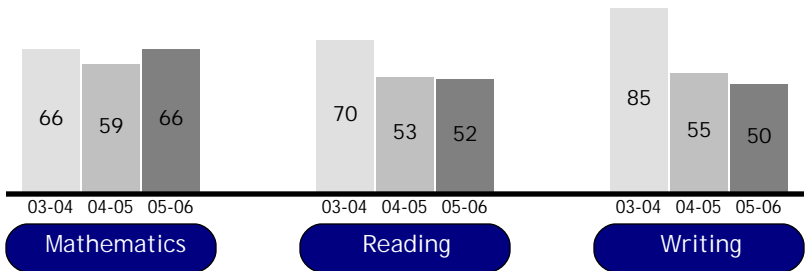
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	1423	79000	100	99	98	471	484	489	16	10	10	28	26	24	53	58	58	3	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	687	38774	100	99	99	483	488	494	9	8	7	27	23	22	58	61	61	7	8	10
Male	66	736	40150	100	100	98	463	481	485	21	12	12	29	28	25	50	55	55	NA	5	8
African American	13	154	4153	100	100	98	452	472	476	38	15	13	8	31	30	54	52	53	NA	3	4
Hispanic	70	653	32508	100	99	98	474	473	472	13	12	15	33	30	33	51	56	49	3	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	19	448	36135	100	100	98	462	507	508	21	4	4	21	15	14	58	66	67	NA	15	15
Students with Disabilities	29	248	9991	100	97	88	437	448	449	48	33	33	28	40	36	24	25	29	NA	3	2
Students without Disabilities	82	1175	69009	100	100	100	483	492	495	5	5	6	28	23	22	63	65	62	4	7	10
Limited English Proficient Students	28	259	10199	100	98	95	449	445	439	29	27	35	36	47	47	36	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	103	977	37234	100	99	97	467	474	472	17	13	15	29	30	33	52	55	50	1	2	3
Non-Economically Disadvantaged	NC	446	41766	NC	100	99	NC	508	505	NC	4	5	NC	16	16	NC	63	65	NC	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	1430	79611	99	100	99	479	492	496	8	8	7	46	39	37	45	52	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	689	39016	100	100	99	504	507	511	2	4	4	38	32	29	58	62	66	2	1	1
Male	65	741	40519	98	100	98	462	477	482	12	11	10	52	46	44	35	43	46	NA	1	0
African American	13	155	4188	100	100	98	441	483	486	15	9	9	69	45	40	15	46	50	NA	1	0
Hispanic	69	660	32855	99	100	99	484	484	481	7	9	10	45	41	43	46	49	47	1	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	19	448	36380	100	100	99	464	507	511	11	5	4	47	35	30	42	58	65	NA	2	1
Students with Disabilities	29	257	10664	100	100	94	433	438	440	17	23	23	72	58	54	10	19	22	NA	0	1
Students without Disabilities	81	1173	68947	99	100	100	496	503	504	5	4	4	37	35	34	57	60	61	1	1	1
Limited English Proficient Students	28	265	10362	100	100	97	450	443	438	14	20	22	68	56	57	18	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	102	983	37626	99	100	98	473	482	479	9	9	10	50	43	45	41	48	45	NA	0	0
Non-Economically Disadvantaged	NC	447	41985	NC	100	100	NC	512	511	NC	4	4	NC	31	30	NC	62	65	NC	2	1

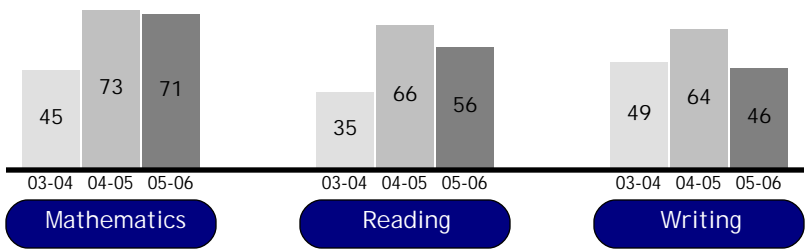
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	53	NA	58	100	36	41	47	99	37	41	46
	Language	99	54	44	50	100	34	39	47	99	34	39	48
	Mathematics	100	50	57	64	100	39	44	50	99	35	41	52
3	Reading	100	39	NA	55	100	33	41	44	100	32	41	46
	Language	100	50	54	61	100	33	40	44	100	34	39	46
	Mathematics	100	56	54	61	100	41	46	51	100	46	46	52
4	Reading	100	46	NA	56	99	39	43	48	100	32	44	52
	Language	100	46	45	52	99	41	45	49	99	35	46	52
	Mathematics	100	54	51	61	99	47	48	53	100	41	52	58
5	Reading	100	40	NA	55	99	45	46	50	100	41	52	56
	Language	98	40	43	49	99	46	45	50	100	39	48	54
	Mathematics	99	62	59	63	100	50	45	49	100	50	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Flora Thew Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Schoolwide Plan/School Redesign
- Ü Parent Involvement
- Ü Community Involvement
- Ü Budget
- Ü Campus Safety

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	42.30
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	5	0	0
4 to 6 years	4	1	0	0
7 to 9 years	5	0	0	0
10 or more years	5	18	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	48
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Parent Resource Center
- Ü Library
- Ü iMac Project Lab

Extracurricular Activities

- Ü After School Enrichment Clubs
- Ü CPLC Tutoring and Mentoring
- Ü Grade Level AIMS Tutoring/Homework Clubs
- Ü Science Camp/Camp Sparky
- Ü Pre-school Story Time

Social Services

- Ü Parent Resource Center/Community Health
- Ü Head Start/Preschool/Adult Education
- Ü Adult ELL Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Outstanding progress achieved in areas of reading, writing and math as reflected on the NWEA, Terra Nova and AIMS DPA 2005 data.
- ü Awarded approximately \$350,00 in grants to support increased student achievement and parental involvement.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Zero Tolerance, School Safety Plan, Locked Campus, ID Badges, Second Step Violence Prevention, Think Time Behavior Intervention, Bully Prevention Program, Nutrition Program, Parent Resource Center.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Cindy Denton	(480) 894-5574
Transportation Policy	Paul Novak	(480) 774-2140
Community Resources	Vicki Dart	(480) 894-5574
School Nutrition Programs	Barbara Savastio	(480) 774-2124
Parent Organization	PTA	(480) 894-5574
Student Health/Nurse	Cheryl Johnston	(480) 894-5574

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.